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ABSTRACT

Project Familia was an Elementary and Secondary Education Act Title VII project in its second year in 1993-94 in New York City. Project Familia served 77 children at 3 schools who were identified as limited English proficient, special education students in prekindergarten through fifth grade and their parents. The project provided after-school language enrichment to enhance the students' perceptual motor, cognitive, socio-emotional, and linguistic development. Students received instruction in English as a Second Language (ESL). Participating adults received biweekly training on issues related to parental involvement and bilingual special education. They also received ESL instruction. Teachers of Project Familia students attended staff development meetings related to bilingual special education, teaching methodologies, assessment of diverse students, cultural pluralism, and exceptionality. The program met its objectives for ESL, content area subjects, staff development, and parent involvement. More training is recommended for parents in the areas of technology and career awareness. Seven tables present evaluation findings. Three appendixes describe program materials, a schedule, and the parent questionnaire. (Author/SLD)

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OER Report

Project Familia
Family English Literacy Grant T003J20038
FINAL EVALUATION REPORT
1993-94

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Project Familia
Family English Literacy Grant T003J20038
FINAL EVALUATION REPORT
1993-94

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EXECUTIVE SUMMARY

Project Familia was an Elementary and Secondary Education Act (E.S.E.A.) Title VII project in its second year in 1993-94. The project functioned at P.S. 91 in Community School District (C.S.D.) 10 in the Bronx, P.S. 156 in C.S.D. 7 in the Bronx, and P.S. 112 in C.S.D. 4 in Manhattan; students from P.S. 102M and 206M attended the after-school program at P.S. 112. Project Familia served 77 children who were identified as limited English proficient (LEP) Modified Instructional System (MIS) I, II, IV, or V students in prekindergarten through fifth grade and their parents.

Project Familia provided after-school language enrichment activities to enhance students' perceptual motor, cognitive, socio-emotional, and linguistic development. Participants received instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and the content areas.

Participating adults received biweekly training on issues related to parental involvement and bilingual special education. They also received weekly E.S.L. instruction that focused on the development of communication skills: listening, speaking, reading, and writing. Parents of project students attended parent and professional conferences.

Teachers of Project Familia students attended ongoing staff development meetings on issues related to bilingual special education, teaching methodologies, assessment of diverse students, cultural pluralism, and exceptionality. Staff participated in professional conferences, institutes, and seminars.

Project Familia met its objectives for E.S.L., content area subjects, staff development, and parental involvement objectives.

The conclusions, based on the findings of this evaluation, lead to the following recommendation to the project:

- Provide parent participants with more training in the areas of technology and career awareness.

ACKNOWLEDGMENTS

This report has been prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit of the Office of Educational Research.

Additional copies of this report are available from:

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I. INTRODUCTION

In 1993-94, Project Familia was in its second year of funding as an Elementary and Secondary Education Act (E.S.E.A.) Title VII project.

PROJECT CONTEXT

All demographic data in this report are from 1992-93, the last year for which such data are available. The project operated at P.S. 91 in Community School District (C.S.D.) 10 in the Bronx, P.S. 156 in C.S.D. 7 in the Bronx, and P.S. 112 in C.S.D. 4 in Manhattan; students from P.S. 102M and 206M attended the after-school program at P.S. 112. The student population in all three districts was predominantly Latino and African-American, with a small proportion of Asian- and European-American students. Most students came from low-income families, as indicated by their eligibility for the free-lunch program.

At P.S. 91 in C.S.D. 10, the student population reflected the diversity of the surrounding community. Of the total enrollment of 1,014 students, 67.8 percent were Latino, 26.0 percent were African-American, 4.8 percent were Asian-American, 1.0 percent were European-American, and 0.4 percent were Native American. Of these students, 48 percent were limited English proficient (LEP), and 88 percent were from low-income families.

P.S. 91 was housed in an older building. Hallways were well-kept and walls were covered with displays of student art and written work. Teacher-prepared displays were also in evidence. Student work was posted around the classrooms.

The student population of 848 at P.S. 156 was 58.1 percent Latino, 40.9 percent African-American, 0.5 percent Asian-American, 0.4 percent European-American, and 0.1 percent Native American. Of these students, 26 percent were LEP, and 95 percent came from low-income families.

P.S. 156 was also housed in an older building. The well-kept exterior was complemented by clean, quiet, bright, and colorful hallways. Seasonal displays as well as students' art was in evidence throughout the building. Classrooms were in good condition, and walls were decorated with students' work and teacher-prepared displays.

Composition of the student body at P.S. 112 in C.S.D. 4 was similar to that of the district. Of the 588 students, 57.1 percent were Latino, 39.8 percent were African-American, 1.4 percent were Asian-American, 1.4 percent were European-American, and 0.3 percent were Native American. Of these students, 11 were LEP, and 96 percent were eligible for free lunch.

P.S. 112 was housed in an older, well-kept building that had undergone interior renovation. Hallways were quiet and bright, and walls were decorated with students' work. Classrooms were spacious and well-lit.

STUDENT CHARACTERISTICS

Project Familia served 77 Spanish-speaking children and their parents. (See Table 1.) Children were MIS I, II, IV, or V LEP students in prekindergarten through fifth grade. Scores at or below the 40th percentile on the Language Assessment Battery (LAB) determined LEP status. Other criteria were certification to receive

TABLE 1

Number of Students in Project Familia, by School and Grade

School	Grade							Total
	PreK	K	1	2	3	4	5	
P.S. 91	0	9	6	6	3	2	0	26
P.S. 156	1	4	2	2	2	7	3	21
P.S. 112	3	2	7	6	1	1	1	21
P.S. 102	0	0	0	0	0	1	0	1
P.S. 206	0	0	0	1	2	3	2	8
Total	4	15	15	15	8	14	6	77

bilingual special education services, recommendation by teachers, and acceptance by parents. Entering Project Familia was also dependent upon parents becoming full participants in the project's English as a second language (E.S.L.) and training components. Conversely, parents could only enter the program if a child participated.

In 1993-94, the project served a total of 77 students. All had Spanish as their native language. The majority of participants (71 percent) were born in the United States. (See Table 2.) Ninety-six percent of those students who did not drop out of the project, and for whom there were any data, were from low-income families.

TABLE 2

Students' Countries of Origin

Country	Number of Students
United States	55
Dominican Republic	9
Mexico	6
Puerto Rico	4
Unreported	3
Total	77

Needs Assessment

Before instituting the project and in the beginning of the second year of implementation, Project Familia conducted an exhaustive needs assessment of the targeted students and their families as well as of the educational staff who were to serve them. The data obtained from these studies indicated three primary needs: (1) to involve Latino parents in their children's education; (2) to inform parents about bilingual special education law and policy and to provide them with leadership skills; and (3) to encourage parents to enroll in the E.S.L. program offered at each site and to voice their opinions in their school and community.

PROJECT OBJECTIVES

Student Objectives

- Children of adult participants will show a significant gain on the Language Assessment Battery (LAB).

- Children of adult participants will demonstrate a mastery of 75 percent of their I.E.P. short-term objectives for English skills.

- Children of adult participants will demonstrate mastery of 75 percent of their I.E.P. short-term objectives for social studies, science, and mathematics.

Staff Development

- Project Familia will provide staff development sessions three times a year to those teachers and clinicians who will be instructing parents in how to provide assistance to their children at home.

Parent Involvement Objectives

- Seventy percent of the parents participating in Project Familia will demonstrate improved English listening and speaking fluency.

- Seventy percent of the parents participating in the project will develop proficiency in the reading of English.

- All parents will demonstrate an improvement in the quality of their writing of English.

- All parents will receive material and other information regarding special education services, due process, the I.E.P., and techniques to assist their children at home.

- All parents who have participated in Project Familia will receive intensive training in techniques to assist their children at home.

- All parents will demonstrate their role in the education process by attending a minimum of three school activities such as assemblies, field trips, and open school night.

- Seventy-five percent of parents will meet with their children's teachers at least six times during the academic year.

- Seventy-five percent of parents will take part in school governance by taking part in a minimum of three parent-teacher association meetings.

- Seventy percent of participating parents will indicate that they have assisted their children with their homework.

PROJECT IMPLEMENTATION

During the 1993-94 school year, Project Familia provided instructional and support services to 77 LEP Spanish-speaking special education students and their families. The project's main goals were to promote the development of communicative, cognitive, and social abilities in special education LEP students, as well as to encourage parents' acquisition of English and their involvement in the education of their children.

Content area courses were taught in the students' native language or in Spanish and English using E.S.L. methodology.

Project Familia offered in-service weekly and monthly workshops for staff and parents. These focused on bilingual special education, teaching methodologies, assessment of diverse students, cultural pluralism, and exceptionality. Staff also attended professional conferences, institutes, and seminars.

Materials, Methods, and Techniques

Project Familia teachers used a dual-language approach for the after-school language enrichment component. E.S.L. classes used the natural, total physical response, experiential, and multisensory approaches, as well as cooperative learning. They used such techniques as games, songs, and role-playing. N.L.A. included cooperative learning, whole language, learning centers, and language experience approaches. Content area instruction was conducted in English with an E.S.L. methodology half the time and in Spanish half the time. Project Familia devised an

educational plan for each student based on his or her academic, cognitive, and social needs.

For a list of instructional materials used in the project, please see Appendix A.

Capacity Building

Next year, the following materials and activities currently supported by Title VII will be paid for with tax-levy funds: purchase of instructional and testing materials; multicultural activities including field trips, conferences, workshops for parents and students; ongoing training for teachers; and parents' monthly training sessions.

Staff Qualifications

Title VII staff. The project coordinator and secretary were funded by Title VII. For a description of their degrees and language proficiency (teaching or communicative*), see Table 3.

TABLE 3

Project Staff Qualifications

Position Title	Degree(s)	Language Proficiency
Project Coordinator	P.D.	Spanish (NS, TP)
Secretary	High School	

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language. NS = native speaker.

The project coordinator was responsible for coordinating project activities at P.S. 91, 156, and 112; providing professional development for project staff and parents; collecting data on project staff, parents, and students; preparing purchase orders for instructional materials; and keeping records of project data. The project coordinator had six years of experience as a bilingual/E.S.L. teacher trainer and six years of experience as a bilingual coordinator.

The secretary was responsible for the typing of reports and training materials, payroll preparation, and filing project documentation.

Other staff. Tax-levy funds paid the salaries of the project director, six classroom teachers who provided instructional services to project students, and six paraprofessionals. For degrees, certifications, and language proficiency, please see Table 4.

TABLE 4

Qualifications of Non-Title VII Staff

Position Title	Degrees	Certification	Language Proficiency
Project Director	Ed.D., P.D.		Spanish TP
Teachers (6)	M.S. (6)	Elem. Education (1) Bil. Spec. Educ. (5)	Spanish TP (6)
Paraprofessionals (6)	High School (4) A.A. (1) B.A. (1)		Spanish NS (6)

The project director's responsibilities included supervising and coordinating the project's activities, selecting and training staff, coordinating the project's evaluation, and preparing budgets. The director had more than 11 years of experience teaching LEP students.

Teachers of E.S.L. were certified in either elementary education or bilingual special education. Most teachers of content area subjects were properly certified in bilingual special education and these teachers also taught E.S.L. All teachers and paraprofessionals received training in teaching E.S.L.

Staff Development

The teachers and School-Based Support Team (S.B.S.T.) members working with project students participated in a series of weekly/monthly workshops which focused on language development, assessing a diverse student population, developing effective I.E.P.s, second language acquisition, and the special education process. In addition, project staff attended the conference of the National Association for Bilingual Education (NABE), a Title VII network event organized by the New York Multifunctional Resource Center (MRC) at Hunter College of the City University of New York, and a number of institutes at New York University (N.Y.U.) sponsored by the Bueno Center for Multicultural Education. These dealt with such topics as cultural pluralism and multicultural assessment.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Activities to Improve Pre-Referral Evaluation Procedures for Exceptional Children

All students who entered the project had already been placed in special education programs as a result of a School-Based Support Team (S.B.S.T.) assessment and placement process that included psychological, educational, and other relevant forms of evaluation. Bilingual (Spanish) members of the S.B.S.T. were the educational evaluator at P.S. 91, the social worker at P.S. 156, and the educational evaluator, social worker, and school psychologist at P.S. 112.

Instructional Services for Students with Special Needs

While the project itself did not offer specific services for children with special needs; project schools provided such students with bilingual speech and language therapy three times a week, bilingual counseling once a week, and adaptive physical education five times each week, all during school hours.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

The project sponsored a wide variety of parental and community involvement activities that included bi-weekly training sessions on parental involvement and bilingual special education, and weekly E.S.L. instruction that focused on the communication skills of listening, speaking, reading, and writing. Parents participated in parent and professional conferences.

Project staff used a variety of techniques in the parents' training and E.S.L. components. These techniques focused on the cognitive, linguistic, and literacy needs of the parents. Workshops focused on parental participation in the education of their children and used Spanish and English-language materials developed by the staff of Project Familia, as well as commercially prepared E.S.L. materials.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

The Office of Educational Research (OER) used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OER used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English in populations similar to those served by Project Familia.

INSTRUMENTS OF MEASUREMENT

OER compared pre- and posttest scores on the LAB to assess the E.S.L. objective. The content area objectives for English, social studies, science, and

mathematics were assessed through a comparison of the number of I.E.P. objectives proposed with the number mastered for each student.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OER evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center

(EAC) in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. All students were tested at the appropriate grade level. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OER. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OER computed a correlated *t*-test on the LAB. The *t*-test determined whether the difference between

the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OER was examining gains, however, this threat was inconsequential—the choice of norming group should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project Familia carried out all instructional activities specified in its original design.

The OER evaluator observed an after-school E.S.L. class of 11 Spanish-dominant parents of students in Project Familia at P.S. 156.

The teacher instructed the parents to listen carefully to a taped version in English of the song, *From Here to There*. He gave them a rexographed sheet of the words of the song and had them follow the words as he sang them. Then he went over each stanza, using gestures and body language to illustrate some of the phrases, and had the students repeat them. He stressed proper pronunciation and inflection and demonstrated how to purse the lips to sound out the letters. After drilling the students on the pronunciation and meanings of the words in Spanish, he returned to the use of English. He sang as they listened and followed. After drilling them again on the words and having each student read parts of the song aloud, he had the group sing along with him. He continued this procedure until they achieved near mastery, and then he had them sing the song without his assistance.

He used the chalkboard to develop questions and answers for a conversation session. These exchanges were based on ideas presented in the song, as well as students' original questions.

This activity gave the students many opportunities for developing language. The teacher used the total physical approach, cooperative learning, the content-

based approach, and the language experience approach skillfully. The students appeared highly motivated.

The OER evaluator observed an after-school E.S.L. class of 17 Spanish-dominant parents of Project Familia students at P.S. 91.

The teacher divided the students into two groups - a less advanced group of seven students and an advanced group of ten. The latter used the textbook and workbook, *Reading for Today*, and the former used the textbook *Real-Life English*, both published by Steck-Vaughn.

The teacher taught vocabulary to the advanced group and then had them read the story, *The Coin*, silently. Then he went to the other group to review worksheet pictures of a number of common foods. The teacher called on different students to pronounce the words. He assisted them or had other students help them, as necessary. Then the teacher reviewed procedures for doing a multiple-choice activity which required them to select one of three words under each picture. He left the group to work independently or cooperatively and returned to the advanced group.

He called on different students to read *The Coin* aloud while the rest followed the text. After the students finished reading the story, the teacher asked them to give details about it. As a follow-up activity, the students had to read four questions and write the answers in their notebooks.

The teacher then returned to the less advanced group and went over the multiple choices. He wrote another series of words on the chalkboard and had the

students pronounce them. He demonstrated to them how to sound out the beginning consonants. They did a workbook activity which required them to draw a line from a word to objects or persons in a picture. He individualized his instruction as they worked and encouraged them to work together and help each other. Then students exchanged notebooks and he called on them to give their answers.

The teacher conducted activities with both groups in English, occasionally using Spanish to develop concepts and meanings with some of the students. He used cooperative learning, peer tutoring, and content-based and language experience strategies as the students worked in pairs or as part of a team. The students seemed highly motivated and interested in the activities and participated with enthusiasm.

Participants' Progress in English

Throughout the school year, parents and students had ample opportunity to develop their English language skills. Children received instruction in E.S.L. five periods a week. They also received reading instruction in English, taught with an E.S.L. methodology, five periods a week. The activities designed for the language enrichment program were an extension of the daily E.S.L. instructional program aimed at developing listening, speaking, reading, and writing skills. Teachers and paraprofessionals received training in teaching E.S.L.

Children listened to sing-and-learn records to develop listening and speaking skills. They read language experience charts to learn to follow directions. They played concentration games to practice new vocabulary and grammatical

structures. The children used rhyming words in English and recorded them in journals. They illustrated and wrote their own stories in hard-covered blank-page books and shared them with other project participants.

The evaluation objectives for E.S.L. were:

- Children of adult participants will show a significant gain on the Language Assessment Battery (LAB).
- Children of adult participants will demonstrate a mastery of 75 percent of their I.E.P. short-term objectives for English skills.

There were complete pre- and posttest scores on the LAB for 38 students. (See Table 5.) The average gain of 7.1 N.C.E.s (s.d.=12.0) was statistically significant ($p<.05$). Seventy percent of students for whom there were I.E.P. data mastered at least 75 percent of their short-term objectives for English skills.

Project Familia met both of its objectives for E.S.L. In the year previous to the one under review, Project Familia did not meet the objective which was measured by gains on the LAB but did meet the objective for mastery of I.E.P. short-term objectives.

Participants' Progress in Native Language Arts

At the beginning of the year under review, all project participants lacked literacy skills in Spanish, their native language, and participating children were enrolled in native language arts (N.L.A.) classes five periods each week.

The OER evaluator observed an after-school language enrichment class of 16 Modified Instructional Services (MIS) IV grade K to 2 LEP Spanish-speaking project students at P.S. 91.

TABLE 5

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB), by Site

	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
P.S. 91	26	14	3.4	4.1	10.9	11.5	7.5	11.0	2.54*
P.S. 156	21	16	11.1	13.2	18.3	15.1	7.3	11.8	2.46*
P.S. 112	21	5	25.0	15.0	29.4	14.7	4.4	18.7	0.52
P.S. 102	1	1	1.0	--	20.0	--	19.0	--	--
P.S. 206	8	2	16.0	12.7	20.5	19.1	4.5	6.4	1.00
Total	77	38	10.1	12.5	17.2	14.5	7.1	12.0	3.67*

*$p < .05$

- Overall, and at the two sites where there were adequate data, participating students showed significant gains on the LAB.

The session began with a snack period, and then the teacher and paraprofessional checked homework assignments. The teacher then assigned the students to individualized and group activities at learning centers. The first group engaged in drawing and coloring; the second group used manipulatives (construction blocks, cubes, and beans); the third worked with clay; the fourth made pictures to show the sequence of events in a story; the fifth used a learning mat with a variety of mathematics and art activities; and the sixth used a housekeeping area for role-playing and preparing meals. The students worked independently or together, conversing with each other in Spanish. The teacher and paraprofessional circulated among the groups, stopping to assist them or talk to them, in Spanish, concerning their activities.

After supervising the children as they cleaned up and stored materials, the teacher assembled the students in the language arts area. She played a tape recording of the story from the Big Book, *La Gallina y el Gallo y el Grano de Frijol*, and showed the class the illustrations on each page.

The aim of the lesson was to select the important details from the story, and the teacher asked the students questions about the story. Interaction was in Spanish. As a final activity, the teacher had the students draw pictures of any scene from the story that interested them. She placed the book on a counter so that they could get ideas from the illustrations. She circulated to help the students and they were able to work together to complete their drawings. The activity was scheduled to continue the next day, so that the teacher and paraprofessional could record stories dictated to

them by the students or given in response to questions or suggestions. The teacher and paraprofessional used cooperative learning, hands-on activities, and the language experience and communicative approach as strategies.

The OER evaluator observed an after-school language enrichment class of 11 Modified Instructional Services (MIS) IV grade K to 4 LEP Spanish-speaking Project Familia students at P.S. 156.

The session began with a snack period followed by the teacher and paraprofessional reviewing homework assignments. The teacher then played a tape recording in Spanish of the story, *The Hare and the Tortoise*. He discussed the story with the students by showing them pictures of different scenes, and placing each picture on the chalkboard ledge in sequence. The teacher then used sentence cards which he went over with the class. He then called on different children to read the cards and place them on the ledge under the appropriate picture. As a follow-up activity, the teacher and paraprofessional distributed parts of construction-paper hares. He engaged the students in conversation, asking them how many different body parts they would need to make a hare, what color paper they wanted, and how each part would be attached to the torso. He also demonstrated how the students were to assemble them. Four resource room students worked at a separate table to trace, cut, and paste together models of hares as a guide for the students in the large group and to prepare parts for the teacher and paraprofessional to distribute. The teacher, paraprofessional, and resource room students assisted the other students in assembling the hares. Some of the students completed their hares, which were posted on the bulletin board; the rest of the students were to complete theirs at the

next session. For the next session, the teacher told the students that they would review the story in Spanish and prepare to learn the English version of the story.

This was a good activity, using multiple media to integrate N.L.A. with mathematics, and arts and crafts. Techniques used were cooperative learning, hands-on activities, language experience techniques, and content-based and total physical response approaches.

Participants' Academic Achievement

Students were enrolled in each content area subject five periods per week. Depending upon the subject area, varying degrees of Spanish and/or English were the languages of instruction. (See Table 6.)

TABLE 6

Content Area Courses

Subject Area	Grade Level	Periods per Week	Language of Instruction
Mathematics	K-2	5	Spanish only
Reading	K-2	5	Spanish only
	K-2	5	English with E.S.L. methodology
Writing	K-2	5	Spanish only
Science	K-2	5	Spanish (introduction) follow-up with English using E.S.L. methodology
Social Studies	K-2	5	Spanish (introduction) follow-up with English using E.S.L. methodology
Physical Education	K-2	5	English

Project staff engaged children in a variety of activities in order to enable them to acquire skills in the content areas. In science, the participants read and listened to stories about planting seeds, measuring plants, and watching butterflies grow from caterpillars. The children went on nature walks and were involved in leaf printing, snow painting, and activities in weather station centers. They developed big books and viewed movies on plants and animals.

In social studies, participating children created a "Book about Me." They took part in many multicultural celebrations, such as the Three King's Day, St. Patrick's Day, and Cinco de Mayo. These activities gave the children the opportunity to sample the foods, music, and arts through games, songs, pictures, and paintings.

For mathematics, project children used manipulatives to understand mathematical concepts and learn computation skills. Project staff prepared graphs and games to assist the children in acquiring these skills.

The OER evaluation consultant observed a bilingual mathematics class of eight students at P.S. 112. The classroom was well lit and airy. Students were divided into groups so that students, teacher, and paraprofessional sat at desks which were grouped together. In this manner, group participants were all able to face one another. In the room were the English-language textbook, *Mathematics Plus*, and its accompanying workbook.

The lesson was teacher-directed, but cooperative learning took place within the groups. The teacher and paraprofessional also provided individual assistance when requested to do so; they explained the lesson and went over the homework

assignment. After receiving an individual explanation, students worked independently. The teacher used Spanish and English for both class and individual instruction; the paraprofessional used Spanish exclusively. Students had no difficulty asking questions to the staff and each other when problems arose.

The content area objective was:

- Children of adult participants will demonstrate mastery of 75 percent of their I.E.P. short-term objectives for social studies, science, and mathematics.

Of those students for whom there were I.E.P. data, 90 percent of students demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives in social studies, 84 percent demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives in science, and 60 percent demonstrated mastery of at least 75 percent of their I.E.P. short-term objectives in mathematics.

As it did last year, Project Familia met its objective for content area subjects.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

This was a special education project which did not mainstream participants.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Grade Retention

Project Familia did not propose any objectives for reducing grade retention. No project participants were retained in grade in the year under review. In the year previous to the one under review, two project students (4.9 percent) were retained in grade.

Attendance

The project did not propose any objectives for attendance. The overall attendance rate for project students was 83.6 percent. (See Table 7.)

TABLE 7

Attendance Rates for Participating and Non-Participating Students

School	Attendance Rate	
	Participating Students	Schoolwide
P.S. 91	86.0	88.2
P.S. 156	73.6	87.6
P.S. 112	89.0	87.5
P.S. 102	*	85.8
P.S. 206	83.5	87.1

*Information was not provided.

Placement in Gifted and Talented Programs

No students were referred to gifted and talented programs.

CASE HISTORY

J.R. was in a MIS IV class at P.S. 156 in the Bronx. When she arrived here from Puerto Rico, she was unable to speak and understand English and had difficulty functioning in school. Her participation in Project Familia's after-school program improved her grasp of the English language and gave her confidence. She also enjoyed doing the language enrichment activities with her mother. J.R. participated

in a mainstream kindergarten class, doing school activities along with children not in special education.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following staff development objective:

- Project Familia will provide staff development sessions three times a year to those teachers and clinicians who will be instructing parents in how to provide assistance to their children at home.

During the 1993-94 school year, Project Familia conducted staff development workshops for teachers and S.B.S.T. members at each of its sites. Workshops focused on language enrichment, the assessment of diverse students, developing effective I.E.P.s, second language implications, and the special education process. Project staff also participated in the Bueno Center's program offered at N.Y.U. which dealt with cultural pluralism and multicultural assessment, and attended annual conferences organized by NABE and by the New York State Association for Bilingual Education (SABE).

The project met its objective for staff development, as it did last year.

CURRICULUM DEVELOPMENT OUTCOMES

No objectives were proposed in this area. However, Project Familia staff developed and adapted a large number of instructional materials in the year under review. These included books, games, and materials for language experience in reading. For science, staff developed charts; and for mathematics, they developed manipulatives. Games, diagrams, maps, and charts were developed for social

studies. For E.S.L. and art, staff members developed and adapted Big Books and puppets. Project Familia produced theme books in Spanish and developed and adapted recipes and charts for language arts.

PARENTAL INVOLVEMENT OUTCOMES

Materials provided to parents are listed in Appendix C.

Project Familia proposed three objectives for parents' development of English-language skills:

- Seventy percent of the parents participating in Project Familia will demonstrate improved English listening and speaking fluency.

Project participants engaged in conversations using grammatical structures in English. E.S.L. instruction covered a variety of themes, including animals and plants, the community, occupations and professions, food and culture, hobbies and recreation, holidays and celebrations, arts and crafts, nutrition, and current events and the news. The teacher developed E.S.L. activities based on the cognitive, linguistic, and literacy needs of the parents. Vocabulary was reinforced in a variety of contexts that gave parents many opportunities to grasp new words and concepts. To develop listening and speaking skills, the project staff utilized such activities as listening to audio tapes of short stories and poems.

All participating parents developed improved English listening and speaking fluency.

- Seventy percent of the parents participating in the project will develop proficiency in the reading of English.

Participating parents developed personal dictionaries of vocabulary words, idioms, or phrases they learned. They prepared "main idea" cards with a few sentences about the stories they had read. Parents listened to read-along tapes and read from language experience charts to foster communication skills. They read newspapers and magazines, dramatized stories, and learned to follow written directions.

All participating parents developed proficiency in the reading of English.

- All parents will demonstrate an improvement in the quality of their writing of English.

Writing lessons reinforced aural/oral and reading activities so as to integrate all skill areas. These integrated activities included computer writing, editing, and printing of big books.

Project staff engaged participating parents in writing daily journals and short stories. Parents learned to prewrite, revise, and rewrite their work. Project Familia staff designed the writing lessons around the various stages of language development exhibited by parents.

Parents indicated that they were particularly pleased with the E.S.L. component of the program, because it empowered them and encouraged them to participate in school activities.

All participating parents demonstrated an improvement in the quality of their writing of English.

Project Familia met all three of its parental involvement objectives for the development of English-language skills. In the year previous to the one under review, OER had been unable to evaluate these objectives.

The project proposed two objectives for parents to receive information or training concerning the education of their children:

- All parents will receive material and other information regarding special education services, due process, the I.E.P., and techniques to assist their children at home.

All parents participating in the program received material regarding special education services, due process, the I.E.P., and techniques to assist their children at home. (See Appendix C for a list of materials offered parents.)

- All parents who have participated in Project Familia will receive intensive training in techniques to assist their children at home.

Project Familia provided a wide variety of parent workshops throughout the year at all three sites. Workshops covered such topics as the development of the I.E.P., parent leadership, parent learning through everyday activities, using music and puppets to enrich language, immigration law, special education, planning and sharing activities with children, parenting styles, helping children with homework, common materials in the home to use in games for developing reading and mathematics skills, cooking as a form of mathematics instruction, arts and crafts, reading to a child, using computers, and stimulating the emotional development of children. Both English-language development and content area activities were reported to be most effective when parents assisted students with the supervision of teachers.

An OER evaluation consultant observed a Spanish-language computer class composed of ten adult project participants. The lesson was teacher-directed, but all participants worked at individual computers. All students were attentive and actively involved in the lesson, asking questions and volunteering responses. All communication was in Spanish. "Hands-on" training, which parents could also use at home, occurred when parents joined their children during language enrichment activities and was particularly successful.

While training for parents was both ongoing and intensive, they expressed interest in receiving more training in the areas of technology and career awareness.

Project Familia met both parent involvement objectives for information and training, as it had in the previous year.

Project Familia proposed four objectives concerning the role of parents in the educational process:

- All parents will demonstrate their role in the education process by attending a minimum of three school activities such as assemblies, field trips, and open school night.
- Seventy-five percent of parents will meet with their children's teachers at least six times during the academic year.
- Seventy-five percent of parents will take part in school governance by taking part in a minimum of three parent-teacher association meetings.
- Seventy percent of participating parents will indicate that they have assisted their children with their homework.

Participating parents were encouraged to take an active role in school and project activities. All parents attended a minimum of three activities, as measured by

attendance sheets. Parents participated in the SABE Parent Leadership Institute, paid a visit to P.S. 112 to learn about immigration laws, and attended an assembly program on the *Cinco de Mayo* holiday. Most also met with their child's teacher and attended workshops and E.S.L. classes.

Seventy-five percent of participating parents attended at least six parent-teacher conferences during the year under review.

Seventy-five percent of Project Familia parents participated in school governance activities and attended at least three Parent-Teacher Association (P.T.A.) meetings. Three of the participating parents were selected as P.T.A. representatives at P.S. 112. In addition, most of the participating parents served as school volunteers.

Seventy-five percent of the parents indicated that they had assisted their children with their homework. This was demonstrated by parent reports and responses to questionnaires.

The project met its objective for encouraging parents to take an active role in school and project activities, as it did last year.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project Familia met its objectives for E.S.L., content area subjects, staff development, and parental involvement objectives.

Project services not only benefited the students academically but also increased their awareness of the importance of education.

Teachers and clinicians attended numerous staff development sessions designed to assist them in completing their project-related responsibilities.

Parents increased their English skills and were involved in activities designed to acquaint them with the school, program, special education services, and ways to help their children at home.

There will be increased efforts next year to offer parents expanded training in the areas of technology and career awareness.

MOST AND LEAST EFFECTIVE COMPONENTS

Highly effective components of Project Familia were E.S.L., which empowered parents and encouraged them to participate in school activities, and the opportunities that parents had to join their children during language enrichment activities. These shared activities benefited both parents and children; English language skills development and learning in the content areas.

The least effective component of the project was the insufficient training offered to parents in the areas of technology and career awareness.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

- Provide parent participants with more training in the areas of technology and career awareness.

APPENDIX A

Instructional Materials

E.S.L.

Grade	Title	Author	Publisher	Date of Publication
K-2	Early Childhood Programs	*	Magnetic Way Co.	3/29/90
K-2	Nursery Rhymes Visual Overlay Program	*	Magnetic Way Co.	3/29/90
K-2	Dinosaur Program	*	Magnetic Way Co.	3/29/90
K-2	Fairytales Program	*	Magnetic Way Co.	3/29/90
K-2	Theme Books 1-5	*	Houghton Mifflin	1991
K-2	Story Plan 1-5	*	Houghton Mifflin	1991
K-2	Fables	*	Graphic Learning	1990
K-2	Folk Tales	*	Graphic Learning	1990
K-2	Make Your Own Big Book	*	Attanasio & Associates Inc.	1990
K-2	Open House English	*	Sundance	1991
K-2	Blank Books	*	Sundance	1989
K-2	Write Your Own Book	*	Stanley M. Indig	1989
K-2	Poetry Power E.S.L.	*	Moder Curriculum Press	1991

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

N.L.A.

Grade	Title	Author	Publisher	Date of Publication
K-2	Una Semilla Nada Más	Alma F. Ada	Hampton Brown	1990
K-2	Los Seis Deseos de la Girafa	Alma F. Ada	Hampton Brown	1989
K-2	Sale el 050	Alma F. Ada	Hampton Brown	1989
K-2	Pinta, Pinta	Alma F. Ada	Hampton Brown	1990
K-2	Pan Gran Pan	Ina Campiano	Hampton Brown	1990
K-2	Cuentitos Mios	*	Hampton Brown	1990
K-2	Rimas y Risas Tapes	*	Hampton Brown	1989
K-2	Let's Play Games	*	Hampton Brown	*
K-2	El Sabelotodo	*	Hampton Brown	*

*Information was not provided.

Mathematics

Grade	Title	Author	Publisher	Date of Publication
K-2	Manipulatives	*	Mitch Bounder	1990
K-2	Blocks	*	Mitch Bounder	1990
K-2	Visual Math	*	Attanasio & Associates, Inc.	1989

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Science

Grade	Title	Author	Publisher	Date of Publication
1	Mothers and Babies	Georgeanne Irvine	Hejan Int.	1989
1	Family	Georgeanne Irvine	Hejan Int.	1989
1	Piggy Buck & Peek-a-Book	Georgeanne Irvine	Hejan Int.	1989
1	Que Veo? Veo	Lada J. Krafty	Hampton Brown	1990
1	El Chivo en el Huerto	Lada J. Krafty	Hampton Brown	1989
1	La Gallinita, el Gallo y el Frijol	Lada J. Krafty	Hampton Brown	1989
1	Discovering	Lada J. Krafty	Hampton Brown	1989

Social Studies

Grade	Title	Author	Publisher	Date of Publication
K-6	Exploring Language in Your World Pkg.	Magnetic Way	*	1989
K-6	Family Relationships	Family Relationships	*	1990
K-6	Self Esteem	*	*	1990

*Information was not provided.

APPENDIX A

Instructional Materials, cont'd.

Computers

Grade	Title	Publisher	Date of Publication
K-2	Kid Pix	Apple Computer Software	*
K-2	Super Print Shop	Apple Computer Software	*
K-2	Bilingual Writing Center	Scholastic	*
K-2	Reader Rabbit	The Learning Co.	*
K-2	Memory Building Blocks	Sunburst Communications Inc.	*
K-2	Flash Spell Helicopter	Microcomputer Workshops	*
K-2	Memory Castle	Sunburst Communications Inc.	*
K-2	Logo Language	Commodore	*

*Information was not provided.

APPENDIX B

Class Schedule

Tuesday 3:15 - 5:15	Wednesday 3:15 - 5:15	Thursday 3:15 - 5:15
Homework Completion	Homework Completion	Homework Completion
Language Enrichment Activity	Language Enrichment Activity	Language Enrichment Activity for Students and Parents
Sharing Session (Students and Parents)*	Sharing Session	Sharing Session

*Students and parents share their daily experiences at the center.

APPENDIX C

Parent Informational Materials

A Parent's Guide to Special Education for Children Ages 5-21

Practical Tips for Parents, Teachers, and Other Adults Who Live and Work with Children

Como Estimular La Lectura en el Niño

Como los Padres Pueden Ayudar a sus Hijos con la Tarea

Parents and Students: Learn How to Study and Improve Your Grades

Parents, Teach Your Children to Learn Before They Go to School

Parents, Your School and Home Involvement Can Help Your Children Learn

Teaching Ideas for Parents to Use With Their Children